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ABSTRACT

The Instructor's Guide is intended for use in training adult leaders to foster understanding and involvement of the handicapped in Boy Scout troop activities. Suggestions are offered for organizing two leadership training sessions which include defining types of handicaps, conducting buzz group discussions on similarities between handicapped and nonhandicapped boys, developing sensory awareness, and using "Involving Handicapped Scouts: Scoutmaster's Guide." (LH)

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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EDUCATION

UNIT OF TRAINING

Involving Handicapped Scouts

Instructor's Guide

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ADULT LEADER DEVELOPMENT

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BOY SCOUTS OF AMERICA

PREFACE

This training experience is designed for use by the district Scout leader development team. The overall objective is to inspire and train Scout leaders to set up the atmosphere and acceptance within their troops that is essential to involving handicapped Scouts in a happing Scouting experience.

The contents of this booklet provides basic information for organizing and conducting two sessions in the techniques of involving handicapped boys. Scoutmasters or selected leaders--one from every troop--are brought together and taught how to conduct a training experience for their troop leaders and members that will help them understand, accept, involve, and enjoy handicapped Scouts. An Involving Handicapped Scouts--Scoutmaster's Guide, No. 6558, is introduced and made available to the Scoutmaster or selected leader in the closing session of this training experience.

BEST COPY AVAILABLE

INVOLVING HANDICAPPED SCOUTS

INSTRUCTOR'S GUIDE

PURPOSE

The purpose of this development experience is to help Scoutmasters better to understand handicapped boys and learn how to provide them an effective and enjoyable Scout experience in their troops.

OBJECTIVE

As a result of this learning experience, an interested Scoutmaster should be able to:

- Conduct an orientation for all of his troop leaders using Involving Handicapped Scouts--Scoutmaster's Guide, No. 6558.
- Learn how to fit the handicapped Scout into the normal patrol and troop program, and when the need exists, be able to modify the program to meet the handicapped Scout's need.
- Involve the handicapped Scout in the program by emphasizing his individual ability, but making allowances for his disability as necessary.
- Develop the potential of the handicapped Scout to the fullest of his ability through the advancement program.
- Develop the leader's own self-confidence in his ability to reach and serve handicapped boys.
- Minimize the concern (if evident) that the handicapped boy might hold back the troop.

METHOD

Two sessions of about 90 minutes each. As the instructor, you are coach/counselor with an excellent opportunity to involve your trainees in projects and discussion. Follow the outline and encourage participation by all as you seek to further their interests and involvement with handicapped boys.

REFERENCES

Scoutmaster's Library Kit	No. 6530
Scouting for the Physically Handicapped	No. 3039
Scouting for the Mentally Retarded	No. 3058
Scouting for the Deaf	No. 3060
Scouting for the Visually Handicapped	No. 3063
Aids for the Handicapped	No. 3075

MATERIALS NEEDED:

Paper and pens or pencils

One copy of the Involving Handicapped Scouts--Scoutmaster's Guide, No. 6558, for each leader.

Items for testing five senses

Filmstrip--"On the Road to Light--Let None Be Left Behind," No. 13562, and accompanying record, No. 13462.

Projector and screen for filmstrip

Cards (3 x 5) for buzz groups

SESSION ONE (approximately 90 minutes)

General Information for Coach/Councelor: At this point ascertain whether or not the trainees have completed the three phases of Cornerstone training. If they have not, it may be wise to start with the Cornerstone experience before proceeding.

IDENTIFY THE NEED

. Have each of the trainees describe the handicap of the boy(s) with whom they will be associated.

. As each Scout leader reports the handicapped condition of his Scout, there should be a brief discussion, if necessary, to clarify his understanding of the type of handicap involved. Refer to the following simple definitions:

DEFINITIONS OF TYPES OF HANDICAPS

The following definitions were provided by the agencies responsible for the type of handicap defined. They are defined in simple terms. For more technical definitions consult qualified personnel.

Blindness:	A "legally blind" individual can see no more at a distance of 20 feet than a person with normal vision can see at a distance of 200 feet. "Functional blindness" is generally defined as the inability to read newspaper type even with the best possible corrective lenses or to perform ordinary tasks necessary to daily living.
Visually Handicapped:	The term "visually hnadicapped" usually means that a person needs special aids or help in order to go about everyday work and play. "Visually impaired" means that a person has an impairment which can be corrected sufficiently so that it is not a handicap.

Cerebral Palsy:	Cerebral palsy is a condition that makes a person unable to control muscles because of brain damage. "Cerebral" refers to the brain, and "palsy" to muscular disorders.
Mental Retardation:	The mentally retarded person is one who, from childhood, experiences unusual difficulty in learning and is relatively ineffective in applying whatever he has learned to the problems of ordinary living.
Mildly Retarded:	A person who is limited in his potential for advanced academic achievement, but can usually be brought by educational techniques to a state of self-sufficiency as an adult.
Moderately Retarded:	A person who shows a rate of mental development that is less than half of that normally expected, but who can learn to take care of his personal needs and perform many useful tasks in the home or in a sheltered workshop situation.
Severely Retarded:	A person who can learn self-care, but whose potential for economic productivity is limited.
Profoundly Retarded:	A person who responds to training in basic self-care and who profits from special training in such areas as behavioral control, self-protection, language development, and physical mobility.
Epilepsy:	Epilepsy is <u>not</u> a disease, nor is it a form of insanity or mental retardation. It <u>is</u>, in simplified terms, a malfunction of the manner in which the cells of the brain release energy.
Muscular Dystrophy:	Muscular dystrophy is a general designation for a group of chronic diseases whose most prominent characteristic is the progressive degeneration of the skeletal or voluntary musculature.
Physically Handicapped:	"Physically handicapped" concerns those who are disadvantaged or limited because of an impairment or disability that hampers psychosocial, physical, vocational, and community activities.
Postlingually Deaf:	Postlingually deaf persons are those who have lost their hearing at age 5 or after.
Prelingually Deaf:	Prelingually deaf persons are those who were born deaf or lose their hearing in early years before acquiring speech and syntax. They are 95 percent of the school-deaf population.
Learning Disabilities:	Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic.

Emotionally Disturbed: Emotional disturbances are usually due to a neurological impairment; for example: hyperkinesia, hyperactivity, learning disability, perception, etc., and are side effects of "negative" feedback from surrounding environment. This feedback causes the individual to perceive a poor picture of himself, thereby leading to emotional disturbance.

CONDUCT A BUZZ GROUP

. Organize and conduct a discussion session on "How Handicapped Boys Are Like Nonhandicapped Boys."

The Purpose: To develop an understanding by adult leaders of the fact that in reality the differences between handicapped boys and themselves are not great.

Procedure: Divide leaders into patrol-size groups and suggest that each group make a listing of all the ways in which handicapped boys are similar to nonhandicapped. Provide each group with 15 to 20 index cards and ask them to write each idea on a single card.

Well in advance, make up your own master list of cards with each of the following items on a single card and add any additional ideas you may develop:

. Like fun
. Want recognition
. Like competition
. Want friends
. Want adventure
. Like crafts
. Want to achieve
. Dislike nagging
. Want to be self-reliant
. Rebels against authority
. Are turned off by criticism
. Have short attention span
. Want to help others
. Are uncoordinated
. Practice hero worship
. Want acceptance by others
. Like active games
. Have vivid imaginations
. Like water in lakes and streams but not in washbasins and bathtubs
. Have enthusiasm
. Can become proficient in skills
. Don't particularly want to be good, but do want to do good
. Want to prove their abilities
. Believe in fair play
. Are sensitive to right and wrong
. Want responsibility
. Can help others achieve
. Dislike being made fun of

Spread your master cards on table or other flat surface so each can be seen. Ask each group to turn in their cards. Read each card, one at a time, and match it with one of the master cards by placing it on that card. If a card does not match, this becomes a new idea and is placed by itself. When all cards have been placed on the table, sum up by pointing out those piles that have the most cards. This indicates that most of the groups reported those items. Then review all other cards, pointing out that handicapped boys are like nonhandicapped boys in these ways, too, although all groups didn't recognize it.

OPEN DISCUSSION OF HANDICAPPED BOYS

Discuss with Scout leaders what other things they should or may want to know about this particular boy in order to better assist and understand him.

His parents, guardian, and teacher can provide helpful insight as to whether the boy has any problems of diet, medication, school performance, or peer adjustment.

The discussion will probably emphasize the fact that the handicapped boy has many more similarities than differences in comparison to nonhandicapped boys and that his differences may be quite similar to those of other so-called "normal" boys in school and peer relationships.

SESSION TWO (approximately 90 minutes)

MAKE THE COMPARISON

Review a few of the ways in which boys with handicaps are more alike than unlike nonhandicapped boys, as follows:

a. The Scout program can change a "can't do" attitude, if present, in the boys to a "can do" attitude when they achieve.

b. They can develop camping, hiking, swimming, cooking, and other skills.

c. They can enter competition.

d. They can start, conduct, or help in many troop projects.

e. They can develop sound character and good citizenship.

f. They can do away with an inferiority complex.

g. They can inspire other boys to do better.

h. Like other boys, they want understanding, not sympathy.

i. They can gain a feeling of self-reliance--fewer barriers.

j. They can better assume responsibilities.

k. They do have enthusiasm.

l. They have the desire to learn new skills.

SHOW A FILMSTRIP

a. Show the filmstrip, "On the Road to Light--Let None Be Left Behind." Make arrangements to set up this filmstrip in advance. If you do this, you can then allow about 15 minutes for this presentation.

b. Discuss the filmstrip. Motivate discussion of the filmstrip by directing the following questions to individuals who appear to have had similar experiences with handicapped boys.

. Was this filmstrip helpful to you? If so, tell us about it.

. Who would care to discuss their experience with handicapped boys on a local or overnight trip?

RELATE TRAINEE TO FIVE SENSES

a. Draw from the trainees a list of the five senses (sight, hearing, touch, taste, smell).

b. Test each sense with tests similar to those listed below:

1. Sight--with one eye, through colored cellophane, through dark glasses;

2. Hearing--bell, ticking of watch, whisper, fingernails dragged across tabletop;

3. Touch--cloth, wood, apple, pencil;

4. Taste--salt and sugar, apple and potato, ginger ale and vinegar;

5. Smell--various spices, sulfur, aftershave lotion.

c. Ask trainees if each sense is important. Why? Develop short discussion.

d. Ask a trainee to lift a light weight and then a heavy weight, and another to walk across the room. Are muscle strength and dexterity important? Why?

e. Have another trainee read briefly from the Scout Handbook. Vocally give a math problem and ask the trainees to figure it out in their heads. Are mental alertness and ability to learn important? Why?

f. Ask: "Which of the five senses could you do without? How would you feel without one of these senses?"

g. How do you think you'd feel with poor muscle coordination? How do you think you'd feel without a sharp, clear mind? Do you recall anything that was hard for you to learn? Why was it difficult? Are you better at learning today? Have you ever watched a youngster trying to learn?

h. A Scout with a handicap has to do some things differently from the way we do things. Let's try to see how he'd feel doing some of these things:

Blind: a. Blindfold trainees and have them walk across the room.

b. Ask learners to tie knots behind their backs or in the dark (lights out or blindfolded).

c. Blindfold some learners. Have them listen to voices and then determine the direction, distance, and identity of the voices.

d. Have a trainee strip to his swim trunks (arranged ahead of time) and then dress in the dark.

Develop similar activities for the various handicaps:

a. Use the listing of handicaps referred to in Session One as a basis of dreaming up activities like those above that give trainees handicaplike experiences.

b. Review the Involving Handicapped Scouts--Trainee Guide and become familiar with the troop and patrol activities which help trainees accomplish the objectives of that training experience.

c. Follow up by suggesting that all trainees plan to visit another unit to try out some of the ideas they have acquired. Report to the instructor all new activities and ideas so that he can share them with other trainees.

CLOSING

Hand out copies of the Involving Handicapped Scouts—Scoutmaster's Guide, No. 6558. Briefly review the contents, stressing the importance of involving all troop leaders in discussion and activities in that troop development experience.

Present the certificates to all those who qualify. In your own words, give a brief inspirational pitch to the trainees, urging them to follow through on this opportunity to help all Scouts understand how to involve handicapped Scouts.